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III

TO : Director of Training

DATE: 30 March 1954

FROM : Chief, Basic Training Division

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Date: 070278 By:  

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I. General Review of Content and Conduct of the Course

A. The nature of the material prepared for and now being used in this course can, in general, be considered appropriate in terms of the stated course objectives. The coverage of the material appears to be adequate with the exception of the items commented upon in Part II of this report.

B. The conduct of the course proceeded as scheduled with no significant difficulties in spite of its transfer from Washington   All guest lecturers (with one exception) appeared on time and minor schedule adjustments were made without difficulty when that became necessary. The "running as per schedule" of the course is a tribute to the efficient organization which now exists   It also demonstrated that necessary coordination between   and the Washington Headquarters was effective.

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1. The scheduling of the material was done on the basis of certain concepts of continuity and sequence derived from experience with the previous runnings of Phase III in Washington. The concentration during the first half of the course of intensive treatment of material which is by nature rather dry was not well received. In future runnings, this material will be intermingled to a greater degree with the more effective and popular Case Histories. This will require that the study of Case Histories be undertaken without the prior coverage of all of the material having a bearing on their treatment. It is recognized that such an approach lessens to a degree the apparent logical sequence of presentation of material. However, this appears to be a necessary compromise if a better acceptance of unstimulating subject matter is desired.

2. A second item of major significance in connection with the conduct of the course was the excessive use of the lecture method of presentation. The two major factors having a direct bearing on this situation are current lack of knowledge on the part of our own staff of instructors and the unavailability of guest lecturers in sufficient numbers to cover their subject matter by other than the lecture method. Related to this problem was the necessity of having the Case History seminar groups much larger than is desirable. Experience has repeatedly demonstrated that an overly large seminar discussion is prone to deteriorate into a lecture session as frequently happened during this running of Phase III. The necessity of using the large seminar groups arose out of the dearth of knowledgeable instructors, which in turn was caused partly by the method of initial preparation of Case Histories which, for efficiency's sake, permitted only one or two instructors to work on each case.

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3. The Case Histories now being presented in the course can be considered as effective and appropriate to the course. They were generally accepted by the students with varying comments as to degree of effectiveness of each.

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25X1A [redacted] can be considered as the high point with [redacted] running a close second. It is significant to note that the Group Operations Paper prepared for this course and presented in advance of [redacted] aided materially in the understanding of this Case History and apparently served as an excellent guide to the coverage of the Case. The other Case Histories can also benefit materially by the preparation of a guide including the statement of the specific objectives of each Case History.

4. The first running of the course did not provide an adequate opportunity to deal with all aspects of Reporting.

#### C. Evaluations

25X1A It was agreed at the outset of the course to begin immediately with the establishment of proper evaluation methods and devices. The report of [redacted] of the A&E Staff, who audited the entire course and worked with the instructor staff in the development of an evaluation system, is quoted in its entirety.

"The training evaluation effort was largely developmental. No material existed which was related directly to the evaluation requirements of this course, and it was necessary to determine the kinds of material which could be handled effectively, as well as the direction the evaluation effort should take.

"During the first two weeks, a series of quizzes were developed primarily to guide the required reading. Six quizzes were given, with a combined score range large enough for a limited differentiation of a class of this size. Because these quizzes were unannounced, and intended primarily for motivational purposes, they were not heavily weighted in the final summary. 6, 1, 1

"Evaluation emphasis was placed on performance in the case studies, both in written work and in oral participation. Exercises presented for the first time (i.e., the first cable writing problem, or the first project outline) were not graded, but were reviewed solely for instructional purposes. As a result of these critiques, considerable improvement in the later graded efforts was noted.

"The final evaluation report consists of three parts: a grade (from failure to superior) based on the quizzes and written case exercises; an over-all rating which summarizes the impressions of the discussion leaders; and a comment which combines the views of all instructors who had something to add.

"It was possible to develop a realistic statement of specific training objectives to be used as a basis for developing and tightening the evaluation effort. Each case study will be reviewed (in the light of this recent experience) to enumerate the specific curriculum elements with which it is concerned, and the objectives its presentation is intended to reach. From the results of this review, it will be possible to develop several short "operational" exercises of considerable instructional value, which can be built into an integrated evaluation program yielding separate grades for each of the major objectives."

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## II. Specific Items Needing Revision

The specific items which require modification or improvement are as follows:

### A. Country Plans

The material prepared was inadequate. One of the problems of solving this situation is that no general agreement as to the nature of Country Plans exists within the three senior Staffs, and practices in the preparation of such plans vary from Division to Division. We have come closest to covering the material from an FI standpoint, but even that is not adequate since FI contemplates certain revisions.

### B. Approaches to Operational Activity

The material prepared for the coverage of this important subject was inadequate. However, the first running of the course has pointed out a number of things which will make appropriate preparation possible for the next running.

### C. Logistics

The guest lecturer on this subject has a wealth of good material which suffered extremely from an unimaginative presentation.

### D. Soviet Security Services

25X1A This lecture, given by [ ] of the Training Staff, had to be presented in a much shorter period of time than originally intended because of the only mishap in the transporting of instructors [ ] specifically due to the negligence of another training instructor, [ ] who had volunteered to drive the speaker [ ] and miscalculated his time completely. 25X1A The mishap was [ ] 25X1A who [ ] 25X1A

### E. Cables, Pouches, Registry

25X1A The presentation by [ ] of RI suffered largely because it is the same lecture which is given here in Washington and which centers itself on a tour of the RI facilities. In the absence of such a tour, the lecture becomes dry and ineffective.

### F. Name Checks - Security and Operational Clearances

25X1A This lecture again demonstrated one of the recurring limitations in the use of guest speakers. It was originally intended that this lecture would be given by staff personnel. However, because of the importance of the program, [ ] 25X1A [ ] offered to present this material himself. Unfortunately, due to circumstances beyond our control, he was forced to send a substitute who had not received the proper briefing and who had not participated in any discussion of the subject matter. This resulted in a totally inadequate presentation.

*unless substitute is known to be good, lecturer should be given by staff*

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## G. TSS Support of Investigative Techniques and Documentation Requirements

The three hours allotted to TSS were largely wasted. The TSS personnel, in spite of intensive previous briefing, still did not provide an appropriate presentation. Most of the material given was a repetition of Phase II and did not meet the Phase III requirements.

### III. Recommendations for Modification of Future Course Presentations

### A. Scheduling

A detailed review of the first running of Phase III at [ ] was under- 25X1A  
taken by the undersigned in conjunction with all of the Phase III instructor staff  
and [ ] office. It has been tentatively agreed to 25X1A  
schedule the material in the next course so as to begin the treatment of Case Histories  
on the third day of actual instruction. Beginning with the third day, the available  
time will be distributed so that one-half day is devoted to the treatment of general  
subject matter and one-half to Case Histories. The presentation of that material which  
has a direct bearing on any one Case History will be scheduled so as to precede the  
Case History itself. For instance, the organization of the [ ] 25X1A  
and the [ ] Intelligence Service will precede the [ ] Case. The organization 25X1A  
of the Far East units and the Chinese Communist Intelligence Service will precede the 25X1A  
presentation of [ ] 25X1A  
Aside from breaking up some of the deadly monotony of the  
lectures, this scheduling will also allow for a more interesting presentation of inter-  
related material. It will further allow for a more even distribution of required  
student work over the entire duration of the course.

### B. Study of Agency Regulations

The requirement to study and learn a number of Agency Regulations was particularly criticized by trainees. It should be noted that these are the same Regulations used in previous runnings of Phase III. They have not been criticized before. Apparently we failed to make clear that a major portion [ ] reflect not merely regulations but also doctrine and policy. This will be done in the future. The fact that the student will be held responsible for them will also be made clear at the earliest opportunity.

### C. Objectives of Case Histories

Certain weaknesses in the coverage of the Case Histories appear to arise from the fact that the purpose of the material is not quite clear to the students. The first step in the correction of this weakness has been the establishment of specific objectives for each of the Case Histories. These objectives are to be related to the course objectives and, insofar as is possible, to the specific pieces of subject matter introduced during the course.

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#### D. Reporting

It is obvious that so far we have not been able to solve the problem of adequate coverage of Reporting. This running of the course provided a number of lectures on the subject. These lectures present the functions and responsibilities in operational and intelligence reporting of the Case Officer and Reports Officer. From the standpoint of Case Officer reporting, they provide neither adequate practical illustrations nor adequate practice in reporting. [ ] the instructor responsible for the reporting material, has been asked to revise his current material with a view toward correcting the above stated deficiencies. His general recommendations are to be presented to the undersigned by 2 April. At the same time, in the establishment of objectives for each Case History and particularly in the assignment of practice work to the student, the extent to which each such assignment will meet the reporting requirements is to be examined. It should be recognized that the Office of Training has, up to this point, not been given a proper statement of requirements indicating the scope necessary for this entire subject. Proper time allotments cannot be established until that scope is known. It is further recognized that whatever is undertaken by us at this time will still be only a tentative solution. It is perhaps appropriate to include here an example of the problem involved. Some time ago, the Phase III staff was specifically asked to provide coverage of the subject of the "Staff Study." We attempted to provide this coverage by asking students to prepare a security review in two Case Histories, [ ] The results were far from satisfactory, primarily because no concept regarding the format and accepted content of security reviews exists. Secondly, security reviews are apparently being made only by staff members with considerable experience and with access to data over and above that contained in the files, so that a security review undertaken by student personnel not having adequate area knowledge and sufficient background data will always fall short of the mark. It is planned to overcome this by conducting a similar operational review in seminar session. The reporting assignment in the nature of a staff study will then be the dispatch prepared by the student on the basis of the discussion.

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Among other training devices to be considered are "school solutions" of problems in the writing of cables, dispatches, and project outlines. One of the major limiting factors is the amount of time required to do a proper job of grading and correcting of student papers by the one knowledgeable instructor available for this purpose. Until the instructor staff is further augmented to include personnel knowledgeable in this field only a limited amount of valid and valuable training can be given in Reporting.

#### E. Administration of Funds

The coverage of material related to Finance and Funds Administration appears to be adequate, appropriate, and well received. No practical or problem work was included; however, the [ ] Case lends itself to provide practical work in this field. A problem is being prepared and will be included in the next running of the course.

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F. For the next running of Phase III, the instructor staff has been divided so as to provide at least four seminar leaders for each of the Case Histories. Considering an enrollment of fifty students for the course, the maximum seminar group will then be thirteen students per group. While this is still inadequate, it represents the presence of a maximum number of available instructor personnel. The instructors in question are the following: [REDACTED]

[REDACTED] It should be noted that this includes the utilization of a number of instructors now in Phase II. Their selection is based primarily upon their areaknowledge and aspects of their background experience.



OTR/BTD/HLM:mmm (29 March 1954)

Distribution:

Orig. and 1 - Addressee

1 - Chief of Training, [REDACTED]

1 - [REDACTED] A&E Staff

1 - BTD files

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